



Teaching Guide

Identifying Data					2023/24
Subject (*)	Corporate and Professional Ethics in the Fashion Industry		Code	710G03011	
Study programme	Grao en Xestión Industrial da Moda				
Descriptors					
Cycle	Period	Year	Type	Credits	
Graduate	1st four-month period	Second	Basic training	6	
Language	Spanish				
Teaching method	Face-to-face				
Prerequisites					
Department	Humanidades				
Coordinador	Díaz Seijas, Raquel	E-mail	raquel.dseijas@udc.es		
Lecturers	Díaz Seijas, Raquel	E-mail	raquel.dseijas@udc.es		
Web					
General description	<p>This subject aims to introduce the first cycle student of the GXIM Degree in the notions and basic problems of the ethical theory, in the first place; Second, the student will also be introduced to the basic notions and problems of a branch of applied ethics, business or corporate ethics at three levels: macroeconomic, meso and micro; third, this course aims at the student being able to put into practice what they have learned by applying the concepts and approaches of the Ethics to the analysis of hypothetical and / or real dilemmas in the field of corporate or business ethics, and within the framework of this also to the possible dilemmas arising in the individual professional exercise.</p> <p>All in all, then, it is intended to provide the future professional in Fashion Industry Management with analytical and critical tools, based on Ethics and also on Political Philosophy, with which to evaluate the development of business activity in general, and of the Fashion Industry in particular.</p>				

Study programme competences

Code	Study programme competences
A14	To acquire a clear perspective of the role of people in organizations, and to know the human resource management tools needed to achieve maximum commitment and performance
A15	To know and to commit to the ethical perspective and values that the fashion industry and its firms must rest upon
A17	To know how to implement Corporate Social Responsibility programs (in fashion markets)
B1	That students demonstrate that they acquired and understood knowledge in a study area that originates from general secondary education and that can be found at a level that, though usually supported by advanced textbooks, also includes aspects implying knowledge from the avantgarde of its field of study
B2	That students know how to apply their knowledge to their job or vocation in a professional form, and have the competencies that are usually demonstrated through elaboration and advocacy of arguments and problem resolution within their field of study
B3	That students have the capacity to collect and interpret relevant data (normally within their field of study) in order to issue judgements that include a reflection upon relevant topics in the social, scientific or ethical realm
B4	That students may convey information, ideas, problems and solution to the public, both specialized and not
B5	That students develop those learning skills that are needed to undertake ulterior studies with a high degree of autonomy
B6	Capacity for cooperation, team-work and collaborative learning in interdisciplinary settings
B8	Capacity to plan, organize and manage resources and operations
B9	Capacity to analyse, diagnose and take decisions
C4	Acting as a respectful citizen according to democratic cultures and human rights and with a gender perspective.
C5	Understanding the importance of entrepreneurial culture and the useful means for enterprising people.
C6	Acquiring skills for healthy lifestyles, and healthy habits and routines.
C7	Developing the ability to work in interdisciplinary or transdisciplinary teams in order to offer proposals that can contribute to a sustainable environmental, economic, political and social development.
C8	Valuing the importance of research, innovation and technological development for the socioeconomic and cultural progress of society.
C9	Ability to manage times and resources: developing plans, prioritizing activities, identifying critical points, establishing goals and accomplishing them.



Learning outcomes			
Learning outcomes	Study programme competences		
Introducing the student of the first cycle of the GXIM Degree in the notions and basic problems of the ethical theory.	A15	B1 B4	C8 C9
Introducing the student into the basic notions and problems of a branch of applied ethics, business or corporate ethics, at three levels: macroeconomic, meso and micro.	A14 A15 A17	B3 B9	C5 C7 C8
To put into practice what has been learned by applying the concepts and approaches of Ethics to the analysis of hypothetical and / or real dilemmas in the field of corporate or business ethics, and within the framework of this, also to the possible dilemmas arising in the individual professional exercise.	A14 A15 A17	B2 B5 B6 B8	C4 C6

Contents	
Topic	Sub-topic
3. Business ethics: meso level. Corporate Ethics	The fundamental elements of business ethics: companies, consumers; natural and social environment. The Corporate Social Responsibility (CSR / RSC / RSE) of companies. Other areas of corporate responsibility: the direct relationship with consumers and the debate about advertising. The environmental responsibility of the companies: environment, animal rights.
1. Ethics: The Basics.	Morals and ethics. Definition of moral behavior. The natural roots of moral behavior. Relation and distinction between moral norms and other norms: Morals and Religion. Morals and the Law. Morals and social norms. Levels of moral reasoning. Models of moral argumentation: teleological and deontological approaches. From theoretical ethics to applied ethics. The emergence of business ethics. Levels of business ethics: macro, meso and micro.
2. Business ethics: macro level. Ethics in the field of economic activity	Justice and economic distribution. The nature of Justice. The utilitarian approach of Justice. The alternative to utilitarianism in Rawls's theory of justice. The nature of capitalism. A critical analysis of capitalism. Future challenges.
4. Business ethics: micro level. Professional ethics	The relationship between professionals and companies: The rights of workers and companies. The conflict between the moral duties of workers and their professional obligations. Discrimination and inequality in the workplace.

Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student?s personal work hours	Total hours
Guest lecture / keynote speech	A15 B1 B2 B3 C8 C9	25	25	50
Case study	A14 A15 A17 B3 B6 C6	10	10	20
ICT practicals	A14 A15 A17 B2 B3 B4 B5 B6 B8 B9 C4 C7 C9	1	10	11
Events academic / information	A17 B4 B9 C4 C5 C7	3	3	6
Introductory activities	B1	3	3	6
Long answer / essay questions	B1 B2 B3 B4 B5 C4 C7 C9	3	24	27
Supervised projects	A15 A17 B1 B2 B3 B4 B5 B6 B9 C4 C7 C8 C9	15	15	30
Personalized attention		0		0



(*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies	
Methodologies	Description
Guest lecture / keynote speech	Development in class of the units, with prior delivery to the students the complete units text, based on the research publications of the professors responsible for the subject and on general and / or specialized reference works.
Case study	Analysis of real or hypothetical cases about the applied ethical problems raised in the program of the subject.
ICT practicals	Realization of theoretical activities or specific practices through remote computing means and delivery of these activities, and of all other activities of the subject, through the UDC virtual platform.
Events academic / information	Seminar with a distinguished specialist and / or researcher in the field of business ethics in general, or fashion industry ethics in particular.
Introductory activities	Previous questionnaires for evaluating basic knowledge about Ethics and Political Philosophy, as well as knowledge of Philosophy in general.
Long answer / essay questions	Written development, in a limited time, of an exercise of theoretical and practical analysis of a practical case with an obligatory use of the theoretical material of the subject and in which the student will have to formulate a hypothesis with arguments and counter arguments.
Supervised projects	Progressive and supervised response of the control exercises included at the end of each unit previously provided to the students, including the full text of the lectures.

Personalized attention	
Methodologies	Description
Supervised projects	<p>All the activities in need of personalized attention will be accompanied by specific tutorials (at least 1 hour per activity) individualized to guide its realization.</p> <p>In the case of students with academic exemption or exemption from compulsory attendance, personalized attention will be carried out completely online (via corporate UDC Skype) if the student so wishes, within the specific tutoring schedule of the professors of the subject published at the beginning of each semester on the website of the Faculty of Humanities and Information and Documentation.</p>

Assessment			
Methodologies	Competencies	Description	Qualification
Supervised projects	A15 A17 B1 B2 B3 B4 B5 B6 B9 C4 C7 C8 C9	Desarrollo por escrito en tiempo limitado de un ejercicio de análisis teórico y práctico de un caso práctico con uso obligatorio del material teórico de la asignatura y en el que deberá formularse una hipótesis con argumentos y contrargumentos.	60
Long answer / essay questions	B1 B2 B3 B4 B5 C4 C7 C9	Desarrollo por escrito en tiempo limitado de un ejercicio de análisis teórico y práctico de un caso práctico con uso obligatorio del material teórico de la asignatura y en el que deberá formularse una hipótesis con argumentos y contrargumentos.	40

Assessment comments



Students without an academic exemption must complete the questionnaires related to each and every one of the program's subjects, as well as all the activities that the teachers schedule for the classes, including compulsory review of a book indicated below.. These works will be evaluated continuously and will have a weight in the overall score of 60%. It will be an indispensable requirement to be evaluated the regular attendance (at least 75% of attendance accredited by a signature sheet), with active participation and use, to the lecture sessions and in particular, to the possible seminars organized by the coordinators of the subject and the Degree. These students will also have to take an official exam, whose weight in the global evaluation will be 40%. Both in the first opportunity and in the second opportunity, to be qualified, the students must have delivered each and every one of the compulsory questionnaires of the subject. The grades of the work that the students have passed in the first opportunity will be maintained for the second opportunity and will be added to the qualifications obtained in this one. In the second opportunity the delivery of additional class activities will not be required. In the second opportunity, it will be obligatory also the accomplishment of an official examination. In all matters relating to students with academic dispensation, this guide will be ruled by the specific regulations established at each moment by the UDC and by the specific standards or criteria that the Faculty of Humanities and Documentation may also have established.

ADDITIONAL NOTE:

COMPULSORY ACTIVITY TO BE CARRIED OUT BY ALL STUDENTS OF ANY MODALITY.

STUDENTS SHOULD DELIVER

BEFORE THE GENERAL DATE OF DELIVERY OF ALL WORK A SUMMARY OF NOT LESS THAN 10 PAGES OF THE FOLLOWING BOOK:

Elena Salcedo: *Moda ética*

para un futuro sostenible. Barcelona, Editorial Gustavo

Gili, 2014.

Students, with prior

identification via username and password of the UDC, can access reading online this

book for free at the following link:

IN THE CASE OF ERASMUS

STUDENTS THAT COULDN'T READ SPANISH, THEY MUST READ AND WRITE A TEN PAGES

SUMMARY OF THE FOLLOWING BOOK:

Gwilt, Alison and Timo

Rissanen. *Shaping Sustainable Fashion: Changing the Way We Make and Use*

Clothes. London; Washington, DC: Earthscan, 2010.

(A copy will be provided

to students.)

Sources of information

Basic	<p>Blackburn, S. (2003). <i>Ethics : a very short introduction</i>. Oxford ; New York: Oxford University Press.</p> <p>Guisán, E. (2006). <i>Introducción a la ética</i> (3ª ed.). Madrid: Cátedra.</p> <p>Gwilt, Alison y Timo Rissanen. <i>Shaping Sustainable Fashion : Changing the Way We Make and Use Clothes</i>. London ; Washington, DC: Earthscan, 2010.</p> <p>Lozano, F. (2011). <i>Qué es la ética de la empresa</i>. Barcelona: Proteus. Como e-book en 2012.</p> <p>Panza, C., y Potthast, A. (2010). <i>Ethics for dummies</i>. Hoboken: Wiley.</p> <p>Salcedo, Elena: <i>Moda ética para un futuro sostenible</i>. Barcelona, Gustavo Gili Editorial, 2014.</p> <p>Velasquez, M. G., Herrero Díaz, M. d. J., & Estrada Velázquez, E. (2012). <i>Ética en los negocios : conceptos y casos</i> (7ª ed.). México: Prentice Hall. Existe también la 7ª ed. en inglés: Velasquez, Manuel G. (2012): <i>Business ethics : concepts and cases</i>. New York: Pearson. *****Esta será la obra básica de referencia*****</p>
--------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



Complementary	<p>Conrad, C. A. (2018). Business Ethics - A Philosophical and Behavioral Approach. Cham: Springer Nature. Cortina Orts, A. (2008). Ética de la empresa : claves para una nueva cultura empresarial (8ª ed.). Madrid: Trotta. Frederick, R. E. (2002). A companion to business ethics. Oxford: Blackwell Publishers. Heath, E., Kaldis, B., & Marcoux, A. (2019). The Routledge Companion to Business Ethics. London: Routledge. Hinman, L. M. (2013). Ethics : a pluralistic approach to moral theory (5th ed.). Boston, MA: Wadsworth Pub Co. Hoffman, W. M., Frédérick, R., & Schwartz, M. S. (2014). Business ethics : readings and cases in corporate morality (5th ed ed.). Chichester (West Sussex): Wiley. Klein, N. (1999). No space, no choice, no jobs, no logo : taking aim at the brand bullies. New York: Picador USA. Klein, N. (2017). No logo : el poder de las marcas. Barcelona [etc.]: Paidós. Minney, S. (2017). Slave to Fashion. Oxford: New Internationalist Publications. Minney, S., & Watson, E. (2011). Naked fashion : the new sustainable fashion revolution. Oxford New Internationalist. Savater, F. (2014). Ética para la empresa. Barcelona: Conecta. Shaw, W. H. (2017). Business ethics (9th edition. ed.). Boston, MA: Cengage Learning. Svendsen, L. F. H. (2006). Fashion : a philosophy. London: Reaktion.</p>
----------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Recommendations

Subjects that it is recommended to have taken before

Subjects that are recommended to be taken simultaneously

Subjects that continue the syllabus

Other comments

(*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.